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ABSTRACT

This second in a series of ten learning modules on coordination of cooperative education is designed to give secondary and postsecondary vocational teacher-coordinators skill in planning and applying procedures and policies for the management of student attendance, transfers, and terminations in a cooperative vocational education program. The terminal objective for the module is to manage the attendance, transfers, and terminations of co-op students, while serving as a teacher-coordinator in an actual school situation. Introductory selections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings, case studies to critique, model critiques, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on coordination of cooperative education are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JT)

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ED153057

MODULE

J-2

Manage the Attendance, Transfers, and Terminations of Co-op Students

MODULE J-2 OF CATEGORY J—COORDINATION OF COOPERATIVE EDUCATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education
The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director
Robert E. Norton, Associate Program Director
Glen E. Fardig, Specialist
Lois G. Harrington, Program Assistant
Karen M. Quinn, Program Assistant

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CE 015 778

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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INTRODUCTION

Within the cooperative vocational education program, the teacher-coordinator will be faced with important management situations. These will include dealing with excessive student absenteeism, or the need to transfer a student within a training station, to another training station, or to another school program. The management of such situations is one of the teacher-coordinator's major supervisory responsibilities.

In order to handle these situations when they arise, and to handle them promptly and fairly, the teacher-coordinator must plan procedures and policies in advance. In planning and applying procedures and policies, the teacher-coordinator must incorporate state and local school district policies. He/she must also give consideration to the needs of the students. At the same time, the teacher-coordinator must attempt to maintain cooperative working relationships among all concerned parties: the school, the student, and the student's employer.

This module is designed to give you skill in planning and applying procedures and policies for the management of student attendance, transfers, and terminations in a cooperative vocational education program. It will better prepare you to meet some of the major management responsibilities involved in serving as a teacher-coordinator.

ABOUT THIS MODULE

Objectives

Enabling Objectives:

1. After completing the required reading, outline policies for managing student attendance, transfers, and terminations (*Learning Experience I*).
2. Given several case situations involving student management problems, identify each problem and possible solutions to each problem (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J-1

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Required

The state plan for vocational education or state guide to cooperative education for your state which you can review.

A local district's plan for vocational education which you can review.

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Reference: Mason, Ralph and Peter G. Haines. *Cooperative Occupational Education and Work Experience in the Curriculum.* Second Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1972.

Reference: Meyer, Warren G., Lucy C. Crawford, and Mary K. Klaurens. *Coordination in Cooperative Vocational Education.* Columbus, OH: Charles E. Merrill Publishing Co., 1975.

Actual policies of a local ongoing cooperative vocational education program which you can review.

Learning Experience II

Optional

A group of peers who are taking, or have taken, this module with whom you can discuss the case situations and/or other management problems.

A teacher-coordinator with whom you can discuss the case situations and/or his/her management policies.

Learning Experience III

Required

An actual school situation in which, as part of your duties as a teacher-coordinator, you can manage attendance, transfers, and terminations of co-op students.

A resource person to assess your competency in managing attendance, transfers, and terminations of co-op students.

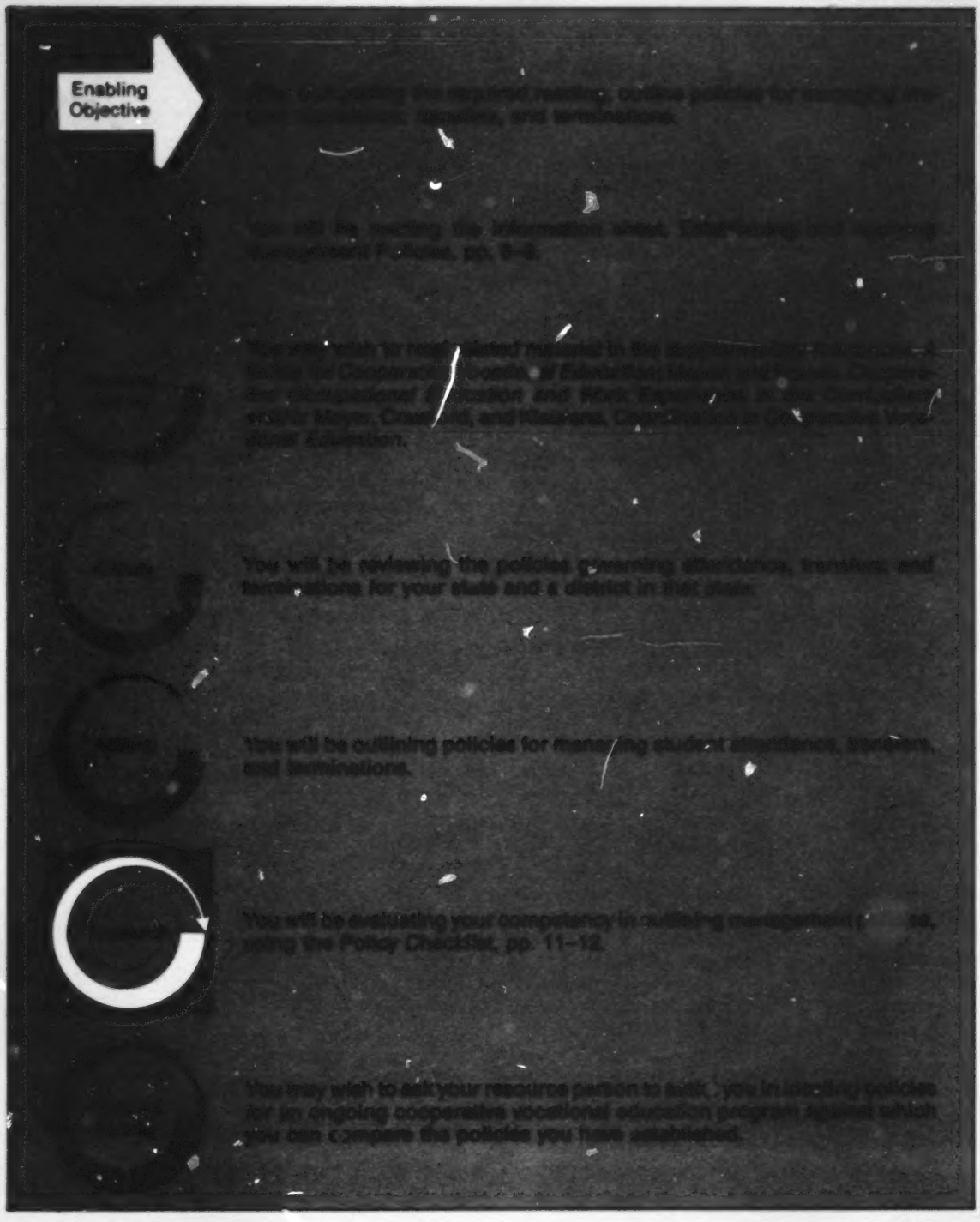
This module covers performance element numbers 370–372 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

We would like to give special thanks to Elaine F. Uthe for the use of many of her ideas and materials in the development of the modules in the J category. Information about the complete set of Uthe materials on the cooperative vocational program which were developed as part of a project at Michigan State University is available from Dr. Uthe at 3345 Carriage Lane, Lexington, KY 40502.

Learning Experience I

OVERVIEW


Enabling Objective
You will be reviewing the policies governing attendance, transfers, and terminations for your state and a district in that state.
You will be outlining policies for managing student attendance, transfers, and terminations.
You will be evaluating your competency in outlining management policies, using the Policy Checklist, pp. 11–12.

Activity

For information concerning the need for, and the techniques involved in, developing specific policies for managing student (1) absenteeism from the school and from the training station, (2) transfers within and between training stations, and (3) termination from the cooperative program, read the following information sheet:

ESTABLISHING AND APPLYING MANAGEMENT POLICIES

Teacher-coordinators of cooperative vocational education programs usually have very good rapport with their students. The nature of the cooperative vocational education program with its high degree of attention to the individual needs of each student is perhaps largely responsible for such favorable rapport. Because students in cooperative education programs are generally highly motivated, teacher-coordinators are generally faced with fewer student management problems than are many other teachers.

Vocational teacher-coordinators have management responsibilities relating to student **absences, transfers** of students within cooperative programs and to other school programs, and **termination** of student on-the-job training when necessary. Specific policies for handling such management decisions should be developed cooperatively by the teacher-coordinator and school administration. In addition, further assistance should be provided by the advisory committee. Established policies not only aid the teacher-coordinator in dealing with problems when they arise, but also tend to **reduce** the frequency of problems when students are aware of the policies governing students in the cooperative program.

Absenteeism

Student absence in the cooperative vocational education program is of more concern than absence from other classes. Not only does the student miss learning experiences in the classroom and on the job, but absence from the job may cause problems for the employer. Although the primary purpose of the student's employment is for learning, the student is an employee of the firm. Therefore, he or she is counted on by the employer to be on the job and carrying out assigned responsibilities during the scheduled work hours.

Frequent absence will naturally hinder student progress. It may also make it necessary for the cooperating employer to request a replacement for the student or to cease to provide a training station. Therefore, policies need to be developed to cover such situations, and these policies need to be communicated to the student, the student's parents, and to the cooperating employer.

Often, problems arise when a student enjoys working at the training station, but dislikes the in-school classes. Thus, the student arranges to miss class on a frequent basis, but manages to show up for work at the training station.

To prevent this problem, it is quite common practice for schools to adopt the policy that if a student fails to attend school on a particular day, he/she is not allowed to work at the training station without special permission from school officials. This policy is often outlined in the training agreement in such a way that the student knows what is expected, both at school and at the training station.[1] If this is handled properly, there should be very few problems with absenteeism.

Each school system has a policy for handling student absenteeism. It may be that the student is required to bring a written justification from a parent in order to receive an excused absence. Some schools routinely make a telephone call to the parent whenever a student is not in school. Whatever

1. To gain skill in preparing training agreements, you may wish to refer to Module J-5, *Place Co-op Students on the Job.*

general policy is employed by the school to regulate student absences, the cooperative students are subject to these policies also.

When a student is to be absent from the training station, it is the student's responsibility to notify the employer and/or on-the-job supervisor at the earliest possible time. This common courtesy should be required of students just as it is required of regular employees. In this way, the employer may be able to make arrangements for someone to fill in for the student if necessary.

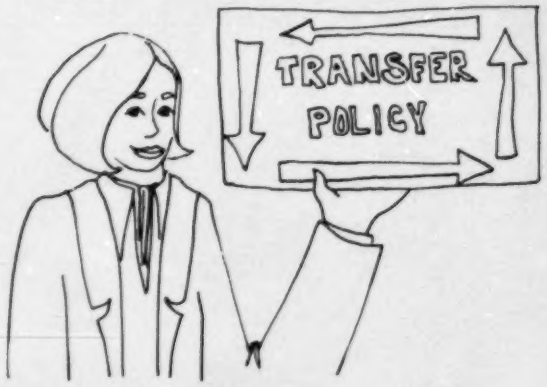
Transfers

In order to operate an effective cooperative vocational education program, the teacher-coordinator must manage transfers of students. Transfers within the training station, transfers from one training station to another, and transfers from the cooperative vocational education program to other school programs must be controlled. Therefore, a written policy must be available. It should include statements concerning—

- when transfers may be made
- conditions which must exist for a transfer to be considered
- who is involved in a transfer decision
- who is responsible for formally requesting the transfer
- safeguards which have been devised to prevent hasty decisions from being made
- provisions for alternate experiences

Before developing any procedures on your own, you need to check state and/or local school guidelines on job transfers and program transfers. Your procedures will have to be consistent with those already established.

The training plan usually outlines the procedure for transferring a student within a training station for the purpose of broadening the training experiences. If the student, on-the-job instructor, and teacher-coordinator agree that the transfer will be beneficial, then an internal transfer should be arranged.



However, there may be times when a student will need to be transferred from one training station to another. For the protection of all persons concerned, a written policy should be adopted to cover the various **reasons** for transfer. Some of the possible reasons for transfer might include—

- training station refusal to follow training plan
- training station forced to terminate employment due to cutback, etc.
- personality conflict between student and employer
- student inability to satisfy employer expectations
- student allergy or safety hazard at training station

It is sometimes necessary for a student to terminate his/her present employment at times other than at the semester's end. When work is interrupted or terminated for any reason, there is general agreement that the teacher-coordinator should try to **relocate** the student in another educationally rewarding situation.

Short-term work interruptions.—When work interruption is for a short period of time, there are several possible options as follows:

- Where there is a school-based laboratory which is closely allied with the student's career objectives, the student can be transferred into that laboratory for the period of unemployment. Prior arrangements must be made with the lab instructor.
- The student can be assigned projects that are related to his/her career objectives or as-

signed projects related to general education for self-improvement in these subjects. These activities may be carried out in the study hall under the supervision of the study hall instructor or on an independent study basis.

- Assign the student to in-school work activities (e.g., a distributive education student could work in the school store; a business education student could work in the school administrative office typing reports for faculty and staff).

Long-term work interruption.—When the student encounters work interruption which is for a long period of time (e.g., a month or more), other considerations may be warranted. Where possible, assign the student to a school-based laboratory on a permanent basis. It must be remembered that in order to accomplish this task, there must be provision for this situation in the program policy.

In some geographic locations, work interruption is the rule rather than the exception. This is particularly true in jobs involving seasonal employment. The teacher-coordinator should make prior arrangements to set up a class for those students released from work because of seasonal employment. Possible school-based arrangements include project methods which allow students to work independently in an area of interest for which they receive credit. Suggested projects are—

- M.A.P. project developed and distributed by DECA
- practice sets in business education
- related projects where the student researches and writes a project paper in the area of interest
- shop projects

Or, the teacher-coordinator might make arrangements for students to work within the school. For example, students could work in the library, cafeteria, office, visual aids center, or they could work with the custodial and maintenance departments.

In some cases, it may be preferable to give students additional skills by using the individualization technique. This may be accomplished via a programmed text, and/or computer-based instruction where possible.

Dismissal from training station.—If a student is released from a training station due to lack of skills or poor work behavior, the problem is more complex. Each problem must be evaluated separately with the solution considered on an individual basis. School policy may dictate corrective action for misbehavior (e.g., stealing).

The first step might be to institute an evaluation board which includes members from the administration, faculty, staff, and student body. This type of approach provides maximum flexibility and allows for the best possible solution to the student's problem. The recommendations might be as follows:

- Have the student enroll in a shop class to **acquire** the needed skills before returning to work. Or, locate an employer who is willing to take on the student and provide the necessary skills.
- Improve the student's poor work habits by providing **remedial work activities.** There are commercially available texts, references, and other related information on this subject.
- Transfer the student into a **sheltered workshop** program such as Goodwill Industries, vocational rehabilitation, special education, or other programs designed to improve the employability of the affected student.
- Set up a **work session** with the guidance department, school psychologist, and teacher-coordinator to aid the student in developing a better self-understanding. This may be accomplished through role-playing and group guidance activities, as well as individual sessions to benefit the student.
- Ensure that all in-school activities designed for the students are under the **direct supervision** of the school's faculty.

Variables Determining a Course of Action

There are many variables with which the teacher-coordinator must work in determining which course of action is appropriate. The variables, other than those relating to the student and employer, will include the **time of year** the work is interrupted, the **total employment level** of the community, and the general **economic condition** of the area.

There is general agreement that the teacher-coordinator should not be assigned more students than he or she is capable of supervising (15–25). In this way, the teacher-coordinator is able to make frequent visits to the training stations. These visits provide him or her with opportunities to discuss with the students and employer the present situation and ways he or she may be of help in aiding the student to make further work adjustments in the future.[2]

As a general rule, policy regulating transfer of students from one training station to another should provide for transfer **only** under the direction of the teacher-coordinator. Transfer should be for the purpose of providing on-the-job training which more **fully meets the needs of the student**. The key factor to remember when considering the transfer of a student from one training station to another is that transfers should be made **only** if the problem(s) cannot be corrected. Hopefully, the student will spend the entire training period in one training station.

Terminations

School policy regarding termination of cooperative employment should provide safeguards against spur-of-the moment decisions to terminate the student's employment. It should provide protection from such decisions, whether on the part of the student or the employer.

The training agreement should make provisions for a "cooling off" period during which time the teacher-coordinator should attempt to resolve differences. The goal should always be to ensure that the best interests of the student are seriously considered before final termination is carried through. Generally, in the training agreement, the student and the employer each agree to notify the teacher-coordinator in advance of any termination action being considered.

Most schools have policies which provide a limited time, at the beginning of the school term or semester, during which students may terminate from the cooperative vocational education program. The teacher-coordinator, when considering requests for termination of a student from the cooperative vocational program, must be aware of policies concerning transfer to other school programs. Students should **not** be allowed to terminate employment and withdraw from the related class until these policies are reviewed.

If termination proceedings are, in fact, begun, the teacher-coordinator is responsible for notifying the student's parents, and completing and filing all necessary records and reports relative to the termination.

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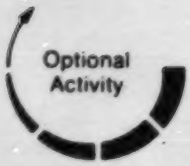
2. Theodore C. Dixie and Frederick G. Welch, *Alternate Plans in the Event of Work Interruption* (University Park, PA: The Pennsylvania State University, Department of Vocational Education, July 1973), pp. 19–21.



For further information on attendance, transfer, and termination policies and the management of such policies, you may wish to read sections dealing with these topics in the supplementary references, *A Guide for Cooperative Vocational Education*; Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*; and/or Meyer, Crawford, and Klaurens, *Coordination in Cooperative Vocational Education*.

Review your state's State Plan for Vocational Education and a plan for vocational education for a local school district in your state. Look specifically for their policies on managing student attendance, transfers, and terminations. Check to see if the local policies are, in fact, consistent with state policies. You will be asked to refer to these policies again in subsequent learning experiences in this module, so you may wish either to prepare a written summary of these policies or to mark the relevant pages with paper clips or bookmarks.

Outline the policies you would use to manage student attendance, transfers, and terminations if you were a teacher-coordinator for a cooperative vocational education program. Any policies you list must be consistent with the policies stated in your state's State Plan for Vocational Education, and the information contained within the information sheet, Establishing and Applying Management Policies, pp. 6–9.

After you have outlined your policies, use the Policy Checklist, pp. 11–12, to evaluate your work.

POLICY CHECKLIST

Name _____

Date _____

Resource Person _____

Directions: Place an X in the YES or NO box to indicate whether each item was performed successfully.

	Yes	No
The policy developed included statements:		
1. which were in keeping with state policies		☐
2. concerning excusable student absenteeism		☐
3. concerning a student who is attending in-school classes but failing to show up for work, and vice versa		☐
4. concerning excessive absenteeism		☐
5. concerning student responsibilities relative to being absent (e.g., notifying the employer, bringing a parental note to school, etc.)		☐
6. concerning transfers in general		☐
The specific statements covering transfers within the training station included information concerning:		
7. when transfers may be made		☐
8. the conditions which would have to exist for a transfer to be considered		☐
9. the persons who should be involved in a transfer decision		☐
10. who is responsible for formally requesting the transfer		☐
11. safeguards devised to prevent hasty decisions from being made		☐
12. alternate experiences to be provided		☐
The specific statements covering termination at a training station, and transfers to other training stations included information concerning:		
13. when transfers may be made		☐
14. the conditions which would have to exist for a transfer to be considered		☐
15. the persons who should be involved in a transfer decision		☐
16. who is responsible for formally requesting the transfer		☐
17. safeguards devised to prevent hasty decisions from being made		☐
18. alternate experiences to be provided		☐

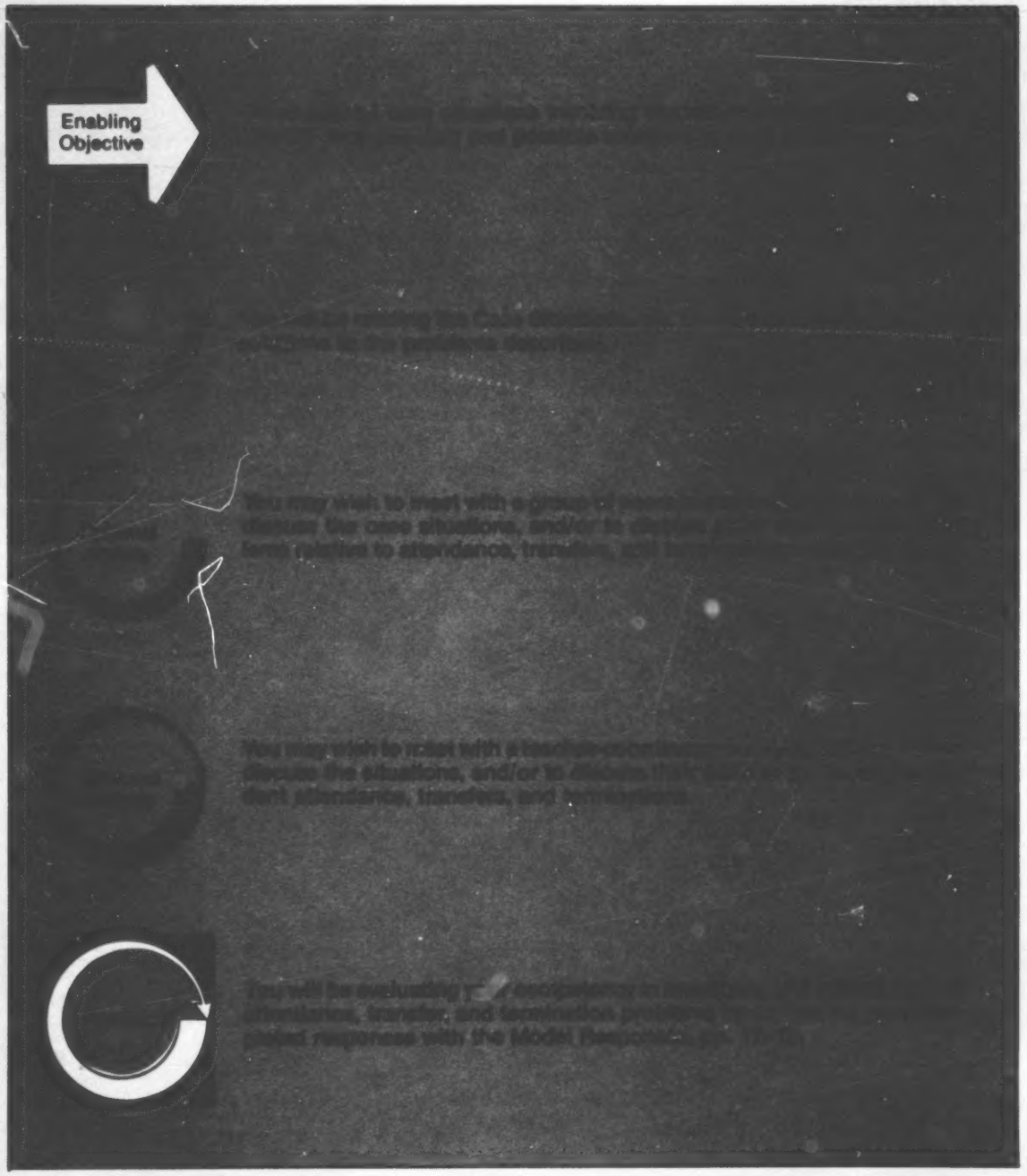
	Yes	No
The specific statements covering termination at a training station, and transfer to other school programs included information concerning:		
19. when transfers may be made		☐
20. the conditions which would have to exist for a transfer to be considered		☐
21. the persons who should be involved in a transfer decision		☐
22. who is responsible for formally requesting the transfer		☐
23. safeguards devised to prevent hasty decisions from being made		☐
24. alternate experiences to be provided		☐

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item receives a NO response, review the information sheet, Establishing and Applying Management Policies, pp. 6–9; review your state and district policies governing attendance, transfers, and terminations; revise your policies accordingly; or check with your resource person if necessary.

You may wish to ask your resource person to assist you in locating policies for an ongoing cooperative vocational education program, ideally one in your occupational specialty. By checking your policies against these actual program policies, you may be able to locate weaknesses in your own policies.

Learning Experience II

OVERVIEW



The following Case Situations describe four management problems which arose in cooperative vocational education programs. Read each of the situations, and then **explain in writing** (1) what the problem is, (2) what seems to be causing the problem, (3) what additional information is needed, if any, and (4) how the situation could be handled or resolved. In situations in which no specific policies are mentioned, refer to the policies listed in the state plan for vocational education for your state for guidance in handling the problem.

CASE SITUATIONS

Case Situation 1: Don Beal

Don Beal is a senior student enrolled in cooperative vocational education. His academic work is not outstanding, but is such that he can graduate this year if he puts forth a little effort. The school year has nine more weeks to go. Don's grandfather recently gave him a car for his graduation present, and Don has missed approximately two days of school per week for the last three weeks.

School and state vocational policy dictate that a student may not work at his training station on days that he does not attend school. Yet, Don has not missed a day at the training station all year. You had a talk with Don after his second absence from school, but have had enough problems lately so that you have had no further discussion with him. Don's employer wants to hire him when school is out, but the company has a policy stating that all new employees must have a high school diploma.

Case Situation 2: Chuck Richardsen

Chuck Richardsen is a hard-charging junior enrolled in cooperative vocational education. Chuck's training station is a local clothing store. School is nearing mid-semester. Chuck plans to attend college and study marketing upon graduation from high school. You received a telephone call this morning and learned that the clothing store, Chuck's training station, will go into receivership next week due to the owner's untimely speculation in the stock market.

Case Situation 3: Lois Gregory

Lois Gregory is placed in a business office of a local retail store where she is training to be a clerk-stenographer. She has done well. According to her training plan, she has developed satisfactory competence in approximately half of the skills identified on her training plan.

On a regular coordination visit, Lois' on-the-job instructor informs you that Lois has requested that she be transferred to the sales department. You also learn that Lois has become very close friends with Karen who works in sales.

Case Situation 4: Annette Rutgers

Annette Rutgers is a pleasant junior enrolled in cooperative vocational education. Based on her abilities and interests, she was placed in a local service station as an apprentice mechanic. Unfortunately, Annette's supervisor at the training station is not, by nature, a stern disciplinarian, and Annette is not self-disciplined. Annette's work has been haphazard and incomplete. Unless she is constantly supervised, she keeps goofing off.

Despite numerous conferences between you and the supervisor, you and Annette, and among the three of you, nothing has changed. Annette's supervisor called you this morning to say that if Annette was not terminated, his service station would never be available as a training station again.

If you wish, you may meet with a group of peers who are also taking, or have taken, this module to discuss each of the case situations. You could analyze them as a group or individually, and then discuss your solutions as a group. You could also use this seminar-type situation to identify other management problems that could occur and to brainstorm for solutions to those problems.

You may wish to arrange through your resource person to meet with an active teacher-coordinator from your service area. This type of person could discuss each of the case situations with you and help you to evaluate the completeness and realism of your analyses/solutions. Such a person could also discuss the problems he/she often encounters in the real world and his/her policies for managing such problems.

Compare your written responses to the Case Situations with the Model Responses given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL RESPONSES

Case Situation 1:

The management problem concerns the fact that Don is attending work, but skipping school. This is against school and state policy. A related problem is that Don's absence from school may result in his not being able to graduate from school. If he doesn't graduate, his present employer cannot hire him. The problem is apparently being partially caused by Don's having a new car, but it is also an attitudinal problem; Don isn't putting the necessary effort into his academic work.

A problem also seems to exist with your workload. The problem continued for two weeks after your first talk with Don. There should have been a follow-up discussion much sooner; for instance, after the next time Don was absent.

Some additional information is needed. School and state policies need to be checked to determine what action(s) can be taken (or must be taken) if the student continues to conduct himself in this manner.

The situation could be handled by your holding a joint conference with the employer and Don to discuss the consequences of Don's behavior. If you and the employer explain school, state, and company policies and how these policies relate to his situation, he may be motivated to correct his behavior for the remainder of the school year.

Whether Don stays in the cooperative program would depend on whether he is willing to agree to adhere to school and state policies by attending school. It will also depend on whether school and state policies require he be dropped from the program for refusal to adhere to these policies. Many policies require that the parents be notified that there is a problem and what the consequences could be. Whatever action you take would depend on the specific state and school policies governing your cooperative program.

Case Situation 2:

The problem is that Chuck is being terminated at his training station for reasons beyond his control; the training station is going into receivership.

Some additional information is needed. School and state policies need to be checked to determine the policies and procedures for formally terminating Chuck's employment. Chuck's present employer could be consulted for suggestions as to other training stations which could meet Chuck's abilities at present. Chuck could be consulted as to his perceptions relative to what experiences he needs and what types of positions he might be interested in.

The situation would have to be handled by your locating a new training station which would be able to meet Chuck's needs. If such a training station were not immediately available, other arrangements (independent projects, temporary employment, etc.) would have to be made for Chuck until another position were found. Dropping Chuck from the cooperative program should be avoided if at all possible. However, whatever action you take would depend on the specific state and school policies governing your cooperative program.

Case Situation 3:

The problem is that Lois wants to transfer from the business office of her training station to the sales department. The reason for her change of plans seems to be that she wants to be with her good friend, Karen. The proposed transfer constitutes a problem in that the sales job is not an area that is consistent with Lois' previous career goals.

Some additional information is needed from Lois. You need to be sure she understands the consequences of the transfer, and that she, in fact, is interested in sales as a career. If your cooperative program is strictly business and office, you need to be sure there is room for her in the distributive education program, if there is one.

The situation could be handled by counseling with Lois. If she is sincere in her desire to transfer to sales because of a career interest (and not just to be with Karen), and if the employer is willing and able to make the switch, the necessary transfer

would have to be made, based on the specific state and school policies governing your cooperative program.

Case Situation 4:

The problem is that Annette's work has been haphazard and incomplete. As a result, the supervisor has indicated that unless Annette is terminated, his service station will never again be available as a training station. The cause of the problem is evidently two-fold: Annette lacks self-discipline, and the supervisor is not a stern disciplinarian.

Since numerous conferences have already been held, there is probably no need for additional information.

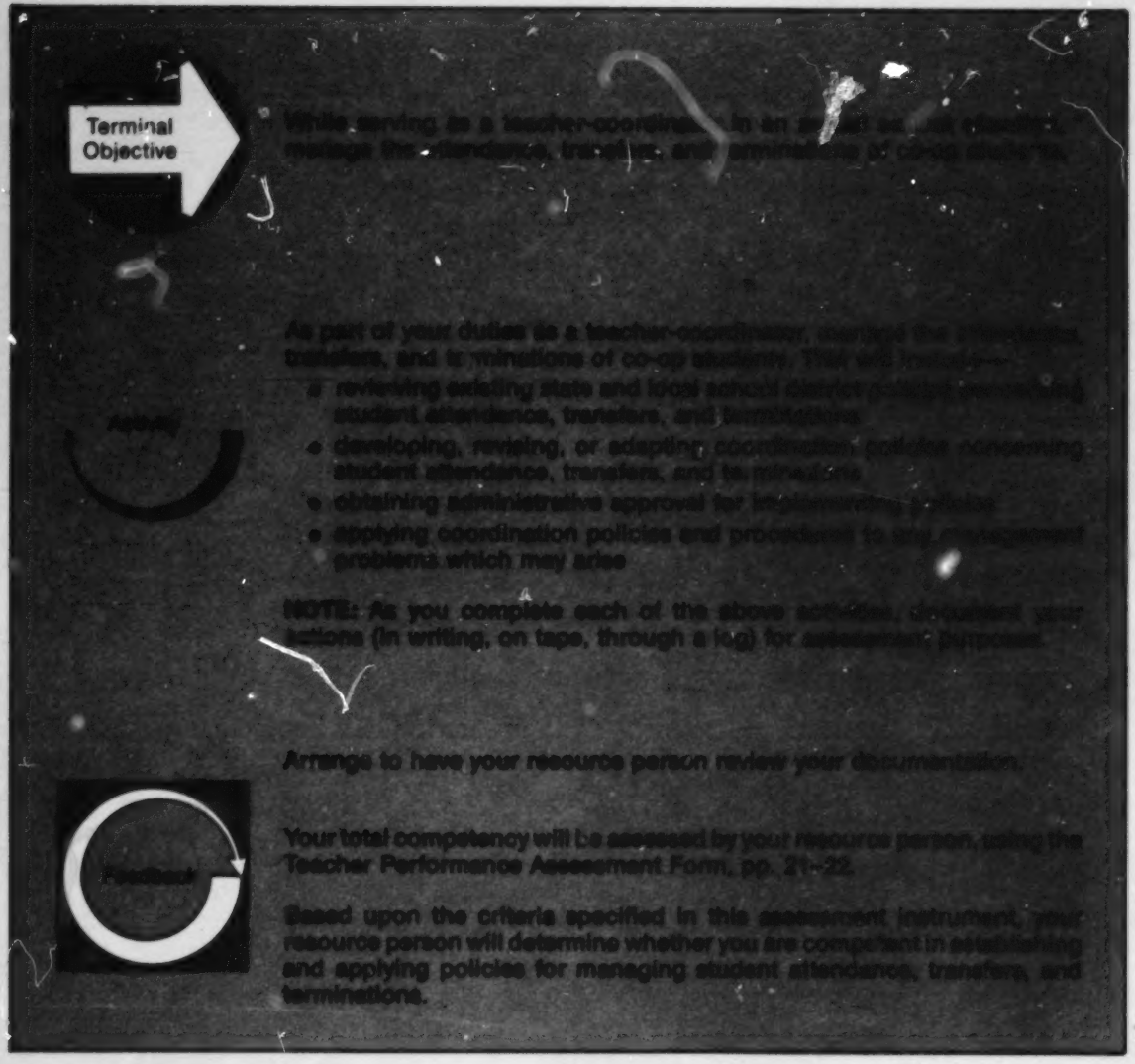
The situation could probably best be handled by terminating Annette from the training station since neither she nor the station are benefiting from the present arrangement. Annette could be kept in the cooperative program and given projects to work on to help her gain self-discipline.

After demonstrating an ability to exercise some self-discipline on project work, she could be placed in a training station where she would receive stronger supervision than in her first placement. If she failed to accomplish the goals of the projects, it might be advisable to drop her from the cooperative program. Whatever action you take would depend on the specific state and school policies governing your cooperative program.

LEVEL OF PERFORMANCE: Your completed responses should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing and Applying Management Policies, pp. 6–9, or check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE



While serving as a teacher-coordinator in an actual or [illegible] classroom, manage the attendance, transfers, and terminations of cooperative students.

As part of your duties as a teacher-coordinator, oversee the attendance, transfers, and terminations of co-op students. This will involve—

- reviewing existing state and local school district policies concerning student attendance, transfers, and terminations
- developing, revising, or adapting coordination policies concerning student attendance, transfers, and terminations
- obtaining administrative approval for implementing policies
- applying coordination policies and procedures to any management problems which may arise

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 21–22.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in establishing and applying policies for managing student attendance, transfers, and terminations.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Manage the Attendance, Transfers, and Terminations of Co-op Students (J-2)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
The teacher:						
1. developed a policy consistent with school policy concerning student absenteeism	☐	☐	☐	☐		
2. developed a policy consistent with any existing local and/or state policies or guidelines on job transfers, program transfers, and terminations in the cooperative vocational education program	☐	☐	☐	☐		
3. involved school administrators and employers in the development and/or approval of policies for managing absenteeism, transfers, and terminations in the cooperative vocational education program	☐	☐	☐	☐		
4. developed coordination policies for handling:						
a. absenteeism from school	☐	☐	☐	☐		
b. absenteeism from the training station	☐	☐	☐	☐		
c. transferring students within a training station	☐	☐	☐	☐		
d. transferring students from the cooperative program to another school program	☐	☐	☐	☐		
5. acquainted students, parents, and cooperating employers with all policies developed	☐	☐	☐	☐		
6. took appropriate action to enforce policies on absenteeism	☐	☐	☐	☐		
7. controlled transfer of students in accordance with the developed policies	☐	☐	☐	☐		
8. made every effort to terminate on-the-job training in a manner most advantageous to the student	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
9. notified the parents of termination proceedings when necessary to terminate a student	☐	☐	☐	☐		
10. completed and filed all records and reports for terminated students	☐	☐	☐	☐		
11. completed and filed all records and reports for transferred students	☐	☐	☐	☐		
12. completed and filed all records and reports for student absences	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).